

**WORKFORCE DEVELOPMENT COUNCIL**

317 West Main Street, Boise, Idaho 83735-0510

**TRANSMITTAL # 3**

**MEMORANDUM**

**June 20, 2006**

**TO:** Executive Committee  
Workforce Development Council

**FROM:** Karen A. McGee, Chair

A handwritten signature in black ink that reads "Karen A. McGee".

**SUBJECT:** Community Engagement – Regional Forums

**ACTION REQUESTED:** Provide direction on the regional input sessions

**BACKGROUND:**

The council adopted the report of the organizational committee which called for regional forums to gather information for the council's goals and objectives. This committee also requested that the council communicate our progress with local elected officials and their former workforce investment board members.

Our interagency staff team has developed the attached proposal based on our earlier recommendations. A draft of a combined letter of invitation and progress statement designed for the local elected official/WIB partnership is included for our review as is a sample flyer that would be mailed to a broader audience including chambers, superintendents and others who may have an opinion on the system.

The forums would be designed to follow up on the recommendations made during the Idaho Economic Symposium 2006 and allow individuals in each region to identify their most important economic, workforce and education issues. Each session would be hosted by the council members in the region with the regional executive committee member chairing the meeting. An option would be to invite the Economic Advisory Council member to co-host the event. Staff have also suggested a two hour time block beginning at 4:00 p.m. in each community. In addition, staff suggest a 10-15 minute update by the regional labor economist who would report on key issues in the regional economy from their perspective as well as to share the key issues identified in the regional sessions of the symposium. Depending on the size of the audience, discussions could follow either

with the entire group or using breakouts with a summary report. The meeting could close with an identification of how the region would like to manage communication with the council in future efforts.

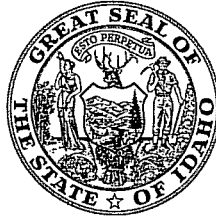
Action Requested:

Staff is requesting feedback on the suggested design and logistics for the forums. Also, staff is specifically requesting whether you wish to invite your regional counterpart on the Economic Advisory Council to co-host with you.

Contacts: Cheryl A. Brush (208) 332-3570, ext. 3312

Attachments

JAMES E. RISCH  
GOVERNOR



Karen A. McGee  
*Chair*

Steve Ahrens  
*Vice Chair*

## WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

TO: Community Partners Interested in Workforce and Economic Development

FROM: Regional Representatives (names)  
Workforce Development Council

SUBJECT: Invitation to Identify Regional Goals and Priorities for the Workforce System

The Governor's Workforce Development Council advises the Governor and the State Board of Education on Idaho's workforce development system. The council is charged with coordinating the system's many workforce and related education programs and services to ensure easy access and efficiency in their delivery. The ultimate goal is a well prepared workforce that meets the demands of Idaho's business.

The public investment in Idaho's workforce system is \$2.75 billion annually. Sixty percent is invested in the public K-12 system and another 35 percent in the postsecondary system. Only 5 percent of the funds are devoted to "second chance" education and training services and labor market support programs. The council's interest extends to the entire enterprise.

The council, authorized by the Workforce Investment Act, has been in transition following Governor Kempthorne's decision to consolidate the state's six workforce areas into a statewide planning area. With this decision, the functions performed by regional planning boards shifted to the council, demanding new ways to gather input from the regions. The council has been expanded to include greater regional representation and wider industrial participation. This transition will continue as Governor Risch appoints additional members and articulates his expectations.

To gather information for setting goals and priorities for 2007, the council is hosting regional listening sessions to learn more about the issues and priorities of communities across the state. Because economic and workforce development are so interconnected, regional representatives of the Economic Advisory Council will join their counterparts from the Workforce Development Council to lead these meetings. We would encourage your participation to provide input on the critical workforce, education and economic development issues facing your region and to help identify a preferred process for gathering regional input in the future. A flyer for these sessions is attached.

As we look forward, we must also look back. We are proud of our accomplishments during the past year and believe they provide a foundation for further action.

- The council joined with the Economic Advisory Council, the Science & Technology Advisory Council, the Idaho Rural Partnership and the Idaho Travel Council to host an

economic summit in January. This summit concluded with regional forums designed to identify regional issues. These discussions will serve as the beginning point for our regional listening sessions in August. For a summary of the issues, please see the attached summary.

- The council has served as an advocate for increasing the quality and scope of Idaho's education offerings, believing that a well-educated workforce is essential to our economic competitiveness. The council advocated support for the Board of Education's high school reform proposal and the Governor's plan for creating a statewide community college system. These will continue to be areas of interest for this body as we seek to match the skill sets of workers with the demands of industry.
- The council adopted a new strategy to increase the impact of the Workforce Development Training Fund by requiring new jobs to pay \$12 per hour or more and provide medical benefits. This targets public resources to those jobs that offer the greatest benefit to the community. The director of Idaho Commerce & Labor retains discretion to offer support for training in lower wage jobs when significant economic impact will still result.
- The decision to shift from a regionally based to a statewide system of governance was a difficult one but it accomplished its goals.
  - The loss of \$1.8 million in Workforce Investment Act funds was absorbed by eliminating staff functions at all levels and redirecting funds to training and services for adults, dislocated workers and youth. Funds continued to be directed to regions by the same formula, ensuring the same relative share of funds as in the past. Opportunities for training were increased by redirecting more than \$650,000 from staff to participant services.
  - During the past year, all local plans were honored as approved by local elected officials and their workforce boards. Funds were awarded to service providers selected by local boards. In the year beginning in July, allocations have again been significantly reduced. The award will be barely half of the amount awarded in 2002. The council again decided to fund existing service providers who meet performance requirements but will look at new strategies this fall in anticipation of further funding reductions next year.
  - To improve access to services, the council expanded the number of one stop centers from 6 to 24, bringing the full range of services closer to customers. All offices of Idaho Commerce & Labor now serve as a "front door" to workforce, economic development and education services in their service areas. Workforce partners are entering into a new memorandum of understanding to define how they will work together to support the individuals and businesses that need the services.
  - The council developed a new plan for 2006 that reflects consistent policies across the state. This plan also includes a waiver to shift to a system of common measures, a move that directs services to the neediest youth and saves funding as it eliminates unnecessary processes and activities.
- The council closed the year by adopting policies for operation of the Incumbent Worker Revolving Loan Fund authorized by the Legislature in 2006. Funds will become available July 1 to allow businesses to obtain low-interest loans to train workers in commercial truck driving, nursing and other high-demand occupational areas with significant economic impact.

Please join us to share your expertise with other regional partners.

Attachments

# Workforce Development Council & Economic Advisory Council

## **REGIONAL FORUMS**

### WHAT

The Idaho Workforce Development Council advises Governor Risch and the State Board of Education on strategies and policies governing workforce development and related education programs. The Economic Advisory Council advises Governor Risch on economic development strategies for the state. The two councils have joined together to hear the views of community leaders on the most pressing economic development, workforce development and related education issues in each region of the state. Information from the regional forums will be used to identify the goals and objectives for the Council during 2007 and assist in setting priorities for the workforce, education and economic development systems.

### WHO SHOULD ATTEND

Business  
Local Elected Officials  
Community Leaders  
Educators  
Economic Development Practitioners  
Workforce Development Service Providers

### TIME AND LOCATION

All sessions 4-6 p.m.

DATE	LOCATION	REGIONAL REPRESENTATIVES
August 8	Lewis-Clark State College Tentative	John Currin, Dene Thomas, Kara Besst, Jim Soyk, Don Smith B.J. Swanson
August 9	North Idaho College Tentative	Betty Kerr, Shirley McFadden Tim Komberec
August 10	College of Southern Idaho Tentative	Con Paulos, David Yoder, Jody Tremblay
August 16	Idaho Commerce & Labor 1515 E. Lincoln Rd. Idaho Falls 83401	Jan Nielsen, Sue Arnold, Tom Hally Ty Jenkins
August 17	Idaho State University Tentative	Millie Flandro, Karen McGee, Joe Burgoyne, Emma Gebo
August 22	Boise State University Tentative	Jim Schmidt, Patrick Minegar, Kirby Ortiz, Stephen Ahrens, Dave Whaley Lloyd Mahaffey

### REGISTRATION

There is no registration fee for this meeting, but please notify Alice Taylor NO LATER THAN 7 CALENDAR DAYS PRIOR TO THE SESSION at [alice.taylor@cl.idaho.gov](mailto:alice.taylor@cl.idaho.gov) or 332-3570, ext 3313, so that we can plan for attendance and keep you on the mailing list for future events. For questions about the forums contact Cheryl Brush at [Cheryl.brush@cl.idaho.gov](mailto:Cheryl.brush@cl.idaho.gov) or 332-3570, ext 3312.

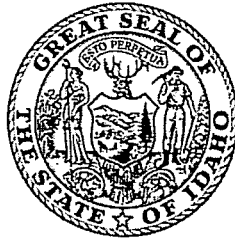
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Representing: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

e-mail: \_\_\_\_\_

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## WORKFORCE DEVELOPMENT COUNCIL

317 W. Main Street  
Boise, ID 83735-0790

### VISION

Idaho will deliver a highly trained, diverse work force through partnerships among business, labor, education, and government. This integrated workforce development system will meet the productivity needs of a market-driven economy -- improving profitability, increasing global competitiveness, and enhancing Idaho's quality of life.

### MISSION

The Governor's *Workforce Development Council*, understanding the unique needs of business, education, and labor, will develop policy and provide oversight for an integrated Idaho workforce development system, promoted and implemented within established constraints.

### GOALS

**GOAL I** Assess the needs of business and industry to enhance economic development, based on market sensitivity.

1. Develop and conduct a statewide assessment of training and employment needs of business and industry.
2. Develop a system for ongoing assessment and evaluation.

**GOAL II** Establish a comprehensive workforce development delivery system.

1. Establish partnerships with business, agencies, and education in the development of a workforce system.
2. Promote a system with a comprehensive menu of quality information services.
  - Develop policy recommendations for a One-Stop Career system.
  - Oversee implementation of the One-Stop Career system.
3. Develop, recommend and support a substate governance structure.
  - Integrate planning, oversight and delivery systems at the state and local levels.
  - Approve initiatives, program plans and grant applications to ensure coordination and minimize duplication.

4. Develop and recommend performance and evaluation methods.
  - Support a system that regularly measures progress toward goals and determines customer satisfaction.
5. Support a coordinated marketing campaign for all users.
  - Develop and implement a statewide marketing/public awareness program.

**GOAL III Support a comprehensive educational system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**

1. Promote access for all students to accurate and current information about careers, occupations, and available education and training programs.
  - Promote career information systems for common use throughout the state.
2. Expand opportunities and increase student participation in work-based learning.
  - Promote the development of a wide variety of work-based learning opportunities.
  - Encourage the educational system to recognize and support work-based learning.
  - Broaden the numbers of businesses providing work-based learning opportunities.

**GOAL IV Provide opportunities for and encourage life-long skill development for Idaho's current and transitional workers.**

1. Ensure access to employment and training services for diverse population groups.
  - Identify and eliminate barriers in the workforce development system.
  - Coordinate with representatives of minority populations to identify their needs.
  - Promote English language training to better prepare limited English speaking Idahoans for the workplace.
2. Facilitate transitions to or within the workforce.
  - Encourage businesses to partner with local instructional providers to offer training for current employees.
  - Support welfare reform efforts.
  - Encourage Idahoans in their efforts to attain economic independence and self-sufficiency.
3. Promote and recognize the interdependence of and need for balance between work and family life.
  - Support community services and employment practices that enable applicants to enter the workforce and continue providing quality family life.
4. Promote use of the Workforce Development Training Fund to deliver customized training for new employees, and upgrade training for current workers who are at risk of being permanently laid off.

**GOAL V To advance issues related to Idaho's Workforce Development system by providing recommendations and progress reports to the Governor, State Board of Education and policy makers.**

Reaffirmed July 26, 1999

# **The 21<sup>st</sup> Century Workforce Policy Academy**

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## **Vision**

The 21<sup>st</sup> Century will be a century of opportunity for individual growth and achievement for those who are prepared. Idaho will have a highly skilled and entrepreneurial workforce that retains and attracts globally competitive businesses. The 21<sup>st</sup> Century workforce system will be demand driven with access to information, training and education services to ensure that all Idahoans have an opportunity for success.

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### **Goal #1**

**Idaho will have an adaptive workforce development system that responds to the needs of workers and business**

1. Improve labor market supply-demand information through partnerships with state and education agencies and worker and business intermediaries
  - a. Combine data from multiple agencies to create an integrated supply demand information system
  - b. Develop an outreach system allowing data analysis and input from business boards, associations and other business interests to improve data quality
  - c. Convert data to useful information for curriculum development and strategic planning for government and business
2. Increase responsiveness of the postsecondary system
  - a. Create an integrated system of professional-technical and community colleges to respond to regional demands
  - b. Ensure seamless transition among all levels of education for transferability of credits
  - c. Create performance reports that measure responsiveness to workforce needs
3. Develop a process to identify and deliver education and workforce services to targeted industries
  - a. Define a set of career clusters and supporting tools useful for career exploration, workforce development, education, and economic development in Idaho
  - b. Develop business-education partnerships to expand the quality and capacity for worker preparation and continuing education
  - c. Develop and pilot innovations in the health care and science and technology sectors



4. Ensure access for business and workers to the full array of workforce and education services and support
  - a. Enhance the one stop system
  - b. Promote collaborative efforts to expand access to the full array of services

## **Goal #2**

**Idaho's workforce development, education, and economic development systems will be connected**

1. Create a governance and policy framework that aligns services across multiple agencies and programs
  - a. Define the workforce development system
  - b. Inventory current workforce development programs
  - c. Identify and fill the gaps in services
  - d. Develop measures to test system effectiveness and responsiveness to the business community
2. Develop innovative approaches to creating awareness of Idaho's investments in workforce development
  - a. Market the workforce development system
  - b. Engage local Workforce Investment Boards and Chambers of Commerce to promote the workforce system to the business community
  - c. Engage Workforce Investment Boards to connect business and education
  - d. Expand the awareness and use of the Career Information System (CIS)

## **Goal #3**

**Idaho will support an entrepreneurial workforce**

1. Provide programs informing primary and secondary students about entrepreneurial careers
2. Extend programs to students in higher education

# **The 21<sup>st</sup> Century Workforce Policy Academy**

## **Outcomes**

- Improved data for strategic planning, curriculum development, and career and business decision making
- A community college system
- Reformed Professional-Technical System
- Seamless transfer of credits among all levels of education
- Improved business services through a shift to demand side strategies
- Improved customer awareness and access
- Integration of workforce, education and economic development
- Development of workforce system measures
- An entrepreneurial workforce

## **Results Achieved**

- Interagency committee formed to produce health related supply-demand information; development of a nursing workforce center
- Establish a plan and promote a community college in the Treasure Valley as the first step in creation of a community college system
- State Board of Education approval for transfer of credits among all levels of higher education; progress in secondary-postsecondary credit
- Pilots to improve business initiated in all regions of the state and statewide, including a public-private website for health care jobs
- Establishment of a business retention and expansion campaign integrating workforce, education and economic development
- Present workforce information to and collaborate with IEDA
- Inventory of all workforce programs
- Consolidation of the Departments of Labor and Commerce; establishing and financing the Science and Technology Council
- Established Idaho Science, Math and Technology Coalition
- Idaho Business Coalition for Education Excellence established
- Entrepreneurial curriculum and symposium
- System measures concept for the education, workforce and economic development systems introduced

## **REGIONAL BREAKOUT SUMMARY - IDAHO ECONOMIC SYMPOSIUM 2006**

Communication between employers and educators on the labor force demands of Idaho's evolving economic future was a dominant topic during the regional sessions that closed out the Idaho Economic Symposium 2006.

"Education is the rigor, and business is the reality," Blaine County School District Superintendent Jim Lewis said.

Nearly 400 people attended Idaho's Economic Symposium 2006 Jan. 31, where the state's economic progress was reviewed with particular emphasis on the important relationship between Idaho's economy, employment and education.

Idaho Gov. Dirk Kempthorne, Idaho Commerce & Labor Director Roger B. Madsen and Deputy Assistant Secretary of the U.S. Department of Labor Mason Bishop all delivered messages supporting Idaho's economic strength, employment growth and commitment to education. Keynote speaker and futurist, Ed Barlow of Creating the Future Inc., provided more fodder for discussion, which took place in regional breakout sessions as the symposium's final event.

The following is a synopsis of the discussion that took place at each of the six regional breakout sessions.

### **REGION 1 - NORTHERN IDAHO**

- Participants called for schools, businesses and government to come together to find solutions to the problem of educating today's students for tomorrow's jobs and getting direct advice from business on curriculum decisions.
- They called for high schools to add courses in problem solving, languages and personal finance, agreeing that the technology-rich culture of young people today negates any need for additional computer courses.
- Developing a speaker's bureau of both business people and educators would provide a platform from which students could be made aware of career opportunities and the education required to achieve them.
- Internships from businesses would help achieve the same goal.

### **REGION 2 - NORTH CENTRAL IDAHO**

- Participants suggested Idaho Commerce & Labor use its upcoming rural forums to facilitate discussions about the importance of linking education to business needs.
- They called for region-wide collaboration on training and education for health care services, which are comparatively limited in the region that is becoming a Mecca for retirees.
- Inadequate communications and transportation infrastructure was cited as at least one explanation for the region being the least economically active in the state.
- With comparatively sparse population, the region may need subsidies from businesses for community college training in needed skills. The schools currently have the resources to provide the training, but to be financially viable the training must be provided to relatively large class sizes when there are not that many people ready or willing to take the courses.
- Raising awareness of the possibilities of collaboration between the University of Idaho and Washington State University and reducing the competitiveness could create a high-tech corridor between the two schools.
- Retraining programs are needed to maximize the value of the region's labor force that has a higher percentage of post-secondary degrees than any other region in the state.

### **REGION 3 - SOUTHWESTERN IDAHO**

- Participants proposed creation of an organization dedicated to keeping open the lines of communication between businesses and educators so employers know the capabilities of their schools while the schools know the needs of their businesses.
- Schools, primarily junior colleges, must respond more quickly to the evolving labor and training needs of businesses, especially small business that can starve to death without quick access to skilled workers needed to expand.
- Charters are becoming effective in educating students who can meet the demands of the new

economy because they have more flexibility to adapt to changing cultural and business circumstances.

- Fees for the community college components of the state's universities and colleges are up to three times higher than the rate affordable by potential students needing those courses.
- The region participants called for full restoration of financial support for the school to work program.

#### **REGION 4 - SOUTH CENTRAL IDAHO**

- Participants in region 4, concerned that retraining of workers must be put on a par with basic kindergarten through high school education, committed to a fall summit between education and business leaders to define common goals and what is needed to achieve them.
- They want to inject "the human thing" into collaboration between teachers and employers, and they expressed some concern that rigid adherence to testing goals will stifle the kind of innovation that enables education to adapt to the changing labor needs of their region.

#### **REGION 5 - SOUTHEASTERN IDAHO**

- Participants called for expanded access to education and skill transfer training in rural communities, especially through distance learning programs.
- The lack of broadband access in many areas is inhibiting educational opportunities and could possibly be resolved if public facilities which have broadband in those areas can somehow extend the service to the rest of the communities.
- While mathematics and science education is important and crucial to college attendance, the way those subjects are taught must be changed so that grade school students do not zone out on the subjects and want to pursue them into high school.
- Barriers such as high fees and counsel authorization for student participation in the digital academy must be removed.

- Charter schools are improving and having an impact.
- The belief of parents and other adults that what was good for them in school is good enough for their children is no longer acceptable and must be changed to reflect thinking beyond their experience and planning beyond their future.

#### **REGION 6 - EASTERN IDAHO**

- Participants called for more retraining opportunities to help workers caught in the transition of responsibilities at the Idaho National Laboratory and more direct training of students in the technical areas critical to the continued success of the laboratory and its spin-offs.
- Develop strategies, including those making higher education more affordable, that will convince rural students to go on to college and persuade them to stay in Idaho or return to Idaho after graduation to end what the region calls the loss of its labor force future.
- Create mathematics, science and technology camps at facilities like the Idaho National Laboratory, Micron Technology or Hewlett-Packard, to name just three locales, that would make students aware of the fascinating aspects of careers in those sectors and the education needed to achieve them.
- Eastern Idaho Technical College is chronically under funded for worker retraining.
- There is a need to integrate business, education and government to develop new innovative strategies for retraining the current training pools and groom emerging pools.
- Engage business, education and government collectively to solve current and future labor shortages.

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